

C Continuanance

Knowledge and understanding passing from generation to generation

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Spring 1998

Speaking across the generations

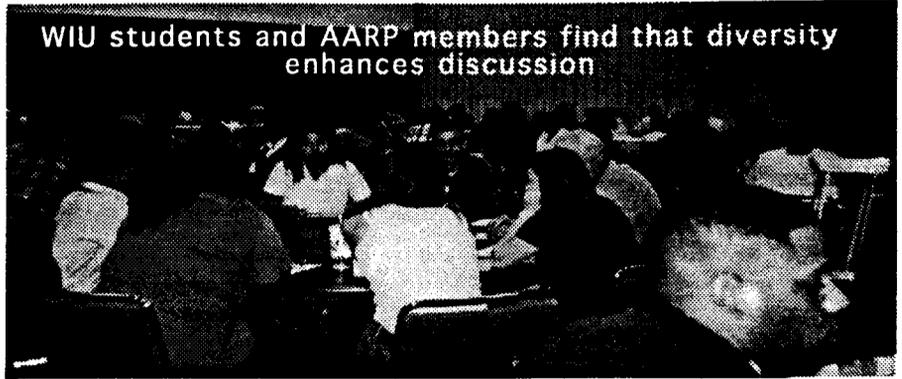
Social security, nursing homes, violence, spirituality, and safety were just some of the topics discussed by 120 Western Illinois University students and the Macomb Chapter of AARP. On May 4, the grand ballroom at Western was filled with conversation and good will. Young people discovered their ideas and opinions were valued and older adults experienced a warm welcome from young people.

Rudi Lomack, a faculty member from African American Studies, spearheaded the event with the cooperation of his AAS Field Studies 363 students and Frank Sorenson, Illinois president of AARI? Wanda Black, soon-to-be AARP Chapter president opened the session by saying to the young people. "We have about 5000 retired people in the Macomb area, how can we help?"

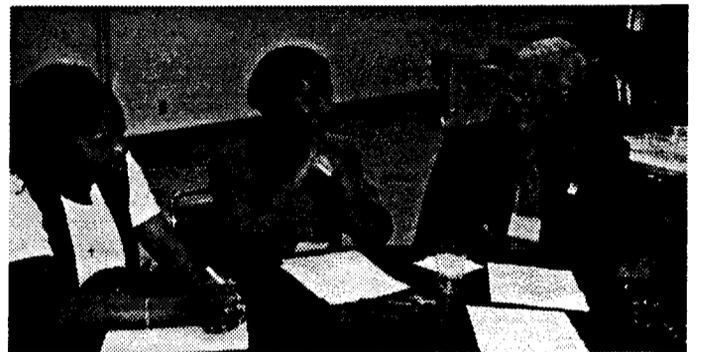
The discussions gave many examples of involving retirees on campus, as mentors, tutors, involved in technology, and more. The discussions also resulted in questions that could evoke more discussion down the road.

Both groups provided entertainment. Ashili Grant, a WIU student gave a motivational speech including the statement to older adults, "We embrace you. You are the stars that guide us into the future." John Spunier from Quincy played his accordion and led the group in a community sing. "Take me out to the ball game" was the most popular song.

When the group was asked, "Would you like to do this again?" The answer was a clear, "Yes!" Professor Womack plans to expand the idea beyond his class to include the other departments across campus and possibly other campuses.



Left to right Ashili Grant, Toni Simms, and Frank Sorenson join in a group discussion on family life and society.



Other intergenerational forums are in the planning stages for Eastern Illinois University (Contact Michael O'Donnell, 309-829-2065) and the Metro East area of southern Illinois including Belleville Area College and SIU-Edwardsville (Contact Carole Kopsis, 618-632-1323).

Are college students the missing link in school reform? America Reads tutors say "Yes!"

The sunlight streams through the second-floor window at Leal School in Urbana framing three people, an America Reads tutor from the University of Illinois and two third-grade students. One student is happily reading a Goosebumps story, and the other student is trying to find answers in his book. He's a little frustrated. He looks at the tutor with mischief in his eyes, expecting that his charm will win the answer. It doesn't. But through trial and error, he finally solves the problem himself. The silent approval from his America Reads tutor visibly says, "You did it!"

In another building, in East St. Louis, there is no light coming in the windows,

actually, no windows at all. In a former life, this building was a strip joint and has maintained some of the trappings of that former existence, namely the mirrors on the wall and psychedelic carpet on the floor. As one climbs the stairs and looks to the left, there is a library, and on the right, tables with young people and children deep into thought and activity. Eight America Reads students tutor 35 students from the elementary school four blocks down the road. You would expect a lot of noise, but the sounds are of quiet discussion and a rhythm of recitation as little ones master their new words and stories. More examples of after-school programs follow on pages 4-9.

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A Celebration of Partners

The Illinois Intergenerational Initiative is a coalition of organizations and individuals committed to:

- Fostering alliances that enhance education at all levels and promote lifelong learning
- Involving young and old in solving public problems through service and learning.
- Publicizing the good news about intergenerational activities.
- Serving as proponents for collaborative efforts between generations

The Initiative is a Higher Education Cooperation Act partnership funded by the Illinois Board of Higher Education. The following education and aging organizations are partners:

- American Association of Retired Persons
- Chicago State University • Council of IL Community College Presidents • Eastern Illinois University • Federation of Independent Illinois Colleges and Universities • Governors State University • Illinois Association of Regional Superintendents • Illinois Association of School Boards • Illinois Association of Regional Superintendents • Illinois Association of Senior Centers • Illinois Campus Compact • Illinois Coalition on Aging • Illinois Community College Board • Illinois Community College Trustees Assoc • Illinois Community College Council of Presidents • Illinois Corporation for National & Community Service • Illinois Department on Aging • Illinois Department of Children and Family Services • Illinois Department of Corrections • Illinois Department of Human Services • Illinois Department of Public Health • Illinois Elderhostel • Illinois Principals Association • Illinois PTA • Illinois Retired Teachers Association • IL Assoc. of Rural and Small Schools • Illinois State Board of Education • Illinois State Library • Illinois State University • Northeastern Illinois University • Northern Illinois University • Southern Illinois University System • University of Illinois System • Western Illinois University

Continuance is a quarterly newsletter providing information about intergenerational activities and programs thus promoting a continuance of history, knowledge, understanding, and humor between generations. The newsletter is a collaborative effort of the thirty-three partners listed above. Editor, Jane Angelis; Illinois Intergenerational Initiative, Southern Illinois University at Carbondale, Mailcode 4341, Carbondale, IL 62901, 618-453-1186, FAX 618-453-4295, Email U64176@UICVM.uic.edu

During the last twelve years we have been fortunate to work with a distinguished group of people and organizations that have advocated for intergenerational connections between education and the community. Beginning with this issue we will feature stories about our partners, their organizations, and their involvement with intergenerational activities.

This issue features the Illinois Association of School Boards (IASB) and the American Association of Retired Persons (AARP) two of our original partners. They were involved with the development of our first statewide plan in 1986 during a retreat at Allerton. At the time, Harold Seamon was executive director of IASB and Carole Aston was on the regional team for AARP.

Both organizations have been staunch supporters of the Illinois Intergenerational Initiative particularly through publications such as *Serving Well with AARP* and *Generations Working Together* with IASB.



Illinois Association of School Boards

In "Leading Minds," Howard Gardner describes stories of identity that help individuals think about who they are, where they came from, and where they are headed. Wayne Sampson, Executive Director, Illinois Association of School Boards, recalls being headed toward education. I was raised in a small town where everyone watched out for everyone. Few people, including my parents, had an education beyond high school, but my parents instilled in me the idea that I would go to college. Many teachers had an impact on my life. They kept me focused and supported me to find myself. One high school math teacher just made things come alive in the classroom."

A small-town beginning was also the case with the Illinois Association of School Boards. IASB was initiated by board members and superintendents 85 years ago in Quincy to discuss mutual problems and promote communication about school issues. They were especially concerned about state intervention. The loose-knit organization grew from a volunteer organization to the size it is today representing 95% of all school boards in Illinois.



Wayne Sampson, Executive Director, Illinois Association of School Boards

"The primary purpose of the organization is board development and training and representing school boards wherever that representation is needed. The Illinois Association of Schools Board is always challenged as a statewide organization to determine the needs and wants of members, publicize the important issues, and speak for school boards in language that is understandable to people who aren't in education. We struggle to keep our members informed regarding school policy. The rules and regulations are constantly changing through legislation, and court cases."

Board member Mary Walsh speaks of the challenges that face school boards and the leadership of their executive director, "Wayne Sampson is truly dedicated to quality whether it is in the development of coalitions, communication, or service to IASB members."

The Illinois Association of School Boards believes that senior citizens are particularly good resources for the school. "People are retiring earlier and many of these folks will live into their '90s and beyond. They have skills and resources that are needed in education and shouldn't be wasted."

"We support the Illinois Intergenerational Initiative because the project performs an important task--bringing older adults to the schools and publicizing that intergenerational programs are an essential part of what our schools need. One only needs to look into the eyes and smiles on faces between kids and seniors to see a win/win situation."

Publications: Monthly: "Newsbulletin" *Illinois School Board Journal*



A Celebration of Partners

The organizations that have been partners with the Illinois Intergenerational Initiative have remained continuous since the first meeting at Allerton in 1986 but their leaders have changed, except for two, Carole Aston, American Association of Retired Persons, and Bridget Lamont, Illinois State Library.

AARP American Association of Retired Persons



Carole Aston
State Director
American Assoc.
of Retired
Persons

Carole Aston was among the first to recognize the need for getting a formal intergenerational organization started in Illinois. She joined a group led by Mildred Wilson, Administration on Aging, and Helene Block, Oakton Community College, to start a discussion that eventually led to the first intergenerational conference in Illinois, held in September 1984. Shortly after the first intergenerational coalition, the Chicago Metropolitan Intergenerational Committee was established.

Carole speaks about leadership in her life, even as a youngster she felt that she was destined for management. "I always thought I would have a career and would be a leader in something. I majored in English having no idea what I would do with it and then I drifted into education and became a teacher. I taught English for 10 years and then became director of a YWCA which was an extremely humbling experience. Our parking lot was constantly a bed of mud and so we spent many hours pulling people and cars out of the mud. After that I needed a change and completed a masters degree in Gerontology at North Texas State, did an AARP internship in Dallas, and then took a job with AARP in Illinois.

In the early days, AARP was a special interest group for older people, the system was set up around the administration of the chapters. AARP has changed and evolved with the times. Now one third of our members are working so our organization has changed to reflect that difference in our constituency.

AARP's view of intergenerational efforts is primarily around the 10 national issues and the trend of grandparents raising grandchildren. We focus on these top-

ics and work to attract national members to support AARP's Priorities which include the following: Social Security, Community Presence, Diversity, Public Benefits Outreach, Telemarketing Fraud, Financial Fraud, Managed Care, Medicare, Long Term Care, Independent Living, and Medicaid.

Many of our chapters get involved with intergenerational programs. For example, the **Homewood** Chapter started a pen pal program with the local school. The newly-formed chapter in **Macomb** helped sponsor a discussion group with the **Western Illinois University African American Studies** students. I think this will be a great intergenerational model.

Our challenges for the next decade include social security solvency, adjusting our outlook for baby boomers, managed care, and medicare.

Members: 1.6 million members in Illinois
Publications: Modern Maturity Magazine
Monthly Bulletin
Illinois Information Center 3 12-372-2277

Coming in July

The Vision of the Presidents

A glimpse at the leadership of public universities, the presidents' projections for the future, and the uniqueness of each campus

Next Continuance

New Chair for Higher Education



Jerry Blakemore, Chair
Illinois Board of Higher Education

Jerry Blakemore, a member of the Illinois Board of Higher Education for six years, was named by Governor Jim Edgar as the new chair replacing Bob Kustra who will become President of Eastern Kentucky University.

Mr. Blakemore comes to the position with excellent preparation. He chaired the committee on affordability, an issue that has received great visibility since the release of the report.

Blakemore completed his undergraduate degree in Political Science at Princeton University and during his tenure there received the Frederick Douglass Award for academic and community service achievements. His law degree is from John Marshall Law School.

Jerry Blakemore is presently the CEO of the Illinois Sports Facilities Authority, a municipal organization that oversees the construction, maintenance, and operation of Comiskey park in Chicago. His civic involvement includes chair of the public policy committee of the Abraham Lincoln Centre Board of Trustees and Chair of the Board for Chicago Cities in Schools, a not-for-profit agency that promotes human, health, and community service in 50 Chicago public schools.

Keith Sanders, Executive Director of the Illinois Board of Higher Education, welcomed Blakemore's selection, "Jerry Blakemore is a valued colleague and a good friend of higher education."



Special Issue on After-School Programs

Quality after-school programs are important for all us because children are the future of our communities and our world. Without quality after-school programs, increasing numbers of children will be cast into the dangers that threaten children without adult supervision.

The after-school programs featured in the next few pages reflect the good things that are happening in after-school programs by involving community organizations such as AmeriCorps, VISTA, America Reads, and community organizations such as Boys and Girls Clubs, 4-H, religious organizations, fraternal organizations and more. Communities that are rising to the occasion by supporting and nurturing their after-school programs, give us hope that we can help those programs prosper and succeed.

School's Out

School's Out, funded by the Corporation for National Service, is a project that connects after-school programs with service by:

- 1. Involving volunteers in helping roles with after-school programs.
- 2. Involving the children who attend after-school programs in volunteer activities.
- 3. Providing workshops, materials, and publicity regarding service and quality after-school programs.

History

On December 4-6, 1996, experts from national service, school-aged child care, and education communities were convened in Washington, D.C., for a working session on out-of-school-time activities for children and youth. The meeting was sponsored by the Corporation for National Service and the Child Care Bureau of the U.S. Department of Health and Human Services, and facilitated by the National Institute for Out-of-School Time at Wellesley College. Representatives from the emerging America Reads program also attended. The goal was to find ways to integrate service into school-age-child care and to exchange information on out-of-school-time programs.

School's Out Partners

Tim Krieger, Corporation for National Service (RSVP, VISTA, Foster Grandparents); Bill Garcia, Illinois State Board of Education (Learn and Serve); Cass Wolfe, Child Care Bureau, Illinois Department of Human Services; Cathy Muno, Illinois Commission for Community Service; Tranae Brockhouse, Illinois Childcorp; Gregory Graham, David Piel, and Leonette Coates, Chicago MOST; Steve BeMiller and Valarie Dawkins, Illinois Network for Child Care Resource & Referral Agencies; Julie Erichson, Illinois School Aged Child Care Network; Shawn Sweeney, Illinois Campus Compact; Josephine Robinson, Mary McDowell Settlement; and Jane Angelis, Illinois Intergenerational Initiative, Southern Illinois University

The forum convened teams from three states, Massachusetts, Washington, and Illinois to discuss program implementation at a state or community level and to suggest ways the national team could support their efforts.

Research Findings

*Children who spend out-of-school time "hanging out" with peers may be less likely to achieve in school and more likely to engage in a range of risk-taking behaviors. Children under adult supervision during out-of-school time are less likely to be susceptible to peer pressure (Miller, 1995).

*Teachers indicate children in good quality school-age programs become more cooperative, learn to handle conflict better, develop an interest in recreational reading, and get better grades as a result of program involvement (Riley et al., 1994). Principals note that vandalism in the schools has decreased as a result of the programs.

*Out-of-school time is an opportunity for children to

develop their social competence and make lasting friendships. Children who spend more time with friends may have more opportunities to develop social skills, which have been related to higher levels of both self-esteem and academic skills (Miller, 1995). In addition, research indicates that children who have the opportunity for social connections in the after-school hours are more well-adjusted and happier than those who do not (Belle & Burr, 1989).

National Institute on Out-of-School Time, February 1997
781-283-2547 FAX 78 1-283-3657
<http://www.wellesley.edu/WCW/CRW/SAC>

It's a multigenerational America Reads in Benton

by Rex Duncan, Rend Lake College

America Reads tutors tell stories of their successes and their frustrations. Sharon Menard of Mulkeytown described how one of her students was brimming with excitement when she walked into the room. Heather Young's student changed D's and E's in spelling to test grades near 100%. Nicole Cockrum of Benton also knows the frustration. "I'm working with one student who is so disorganized. We work together to get all his homework done, then he forgets to turn it in. I get so frustrated, but the teachers tell me he has improved maybe this much," she says, holding two fingers about an inch apart.

Rend Lake College has placed nine America Reads tutors into Benton's Grant Elementary School working with third and fourth graders to improve their-reading skills in a reading computer lab, and in after-school homework sessions. One day a week the sessions become multigenerational when older adults join the tutoring group.

Patience is a necessary virtue in this business, but this group of tutors is already looking ahead. Nicole said; I would like to do

this again next year.

"Working with these students its easy to see why I'm bullish about the future of this program, and would urge other colleges to participate. The real proof of the success of the program will be when the third-and-fourth graders we are investing in now come to Rend Lake College as students and second generation America Reads tutors.

These aren't the kinds of jobs that one walks in and does without preparation. Sharon Clements and Penny Severin, teachers at Grant, developed and provided the bulk of the training. It was a big help as the tutors will attest. The training was critical to their success. I learned from my work with AmeriCorps that failure to train is a recipe for disaster. What these tutors accomplish will be testament to the training Sharon and Penny provided at the start of their service.

For more information contact: Rex Duncan at Rend Lake College, (618) 427-5321, ext. 352.

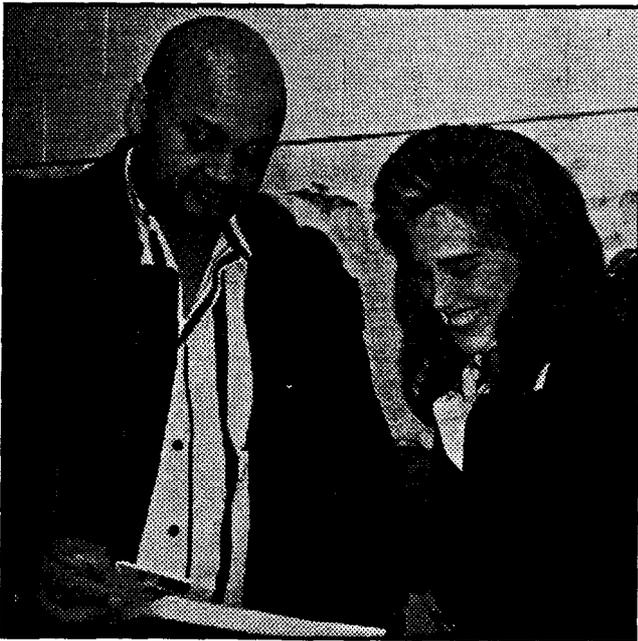
What is America Reads?

The America Reads Challenge is a federally funded program that provides tutors for children to improve their reading skills. The goal is that all 3rd-graders will be able to read at the third-grade level. The America Reads Federal Work Study program provides funding for college students to participate in the program as a part of their university experience. America Reads tutors are making a big hit with the elementary students that they tutor as well as teachers, and principals, and especially parents..

Other resources:

Federal Work Study Waiver <http://ocfo.ed.gov/fedreg.htm>

U.S. Dept. of Education <http://www.ed.gov>



Kim Hamilton, Coordinator of the America Reads program at the University of Illinois Urbana Champaign, discusses the latest successes with the Hakeem Salaam, supervisor of America Reads students at Ring School in Urbana. principals and teachers sing the praises of the program. UIUC has the largest America Reads College Work Study program in the state with 270 students tutoring in 18 schools.

When school-age programs are well-designed, they can raise academic achievement, but when they are of low quality, with poorly trained staff and few age-appropriate activities, participants may do worse in school than children who are cared for by a parent or a sitter or even left alone (Carnegie Corporation of New York, 1996).

***Television is the most frequent activity during children's out-of-school time: one in four nine-year-olds watches television five or more hours a day (Carnegie Corporation of New York, 1996). Research indicates that watching more than three hours per day or watching violent programming places children at risk for a number of negative outcomes, such as an increase in aggressive behavior and have other negative consequences, including desensitvity to violence and the belief that the world is a more violent place.**

Academic Career Enrichment Program

by Annette Hartman
Martin Luther King Jr. Community Services of Illinois
Freeport

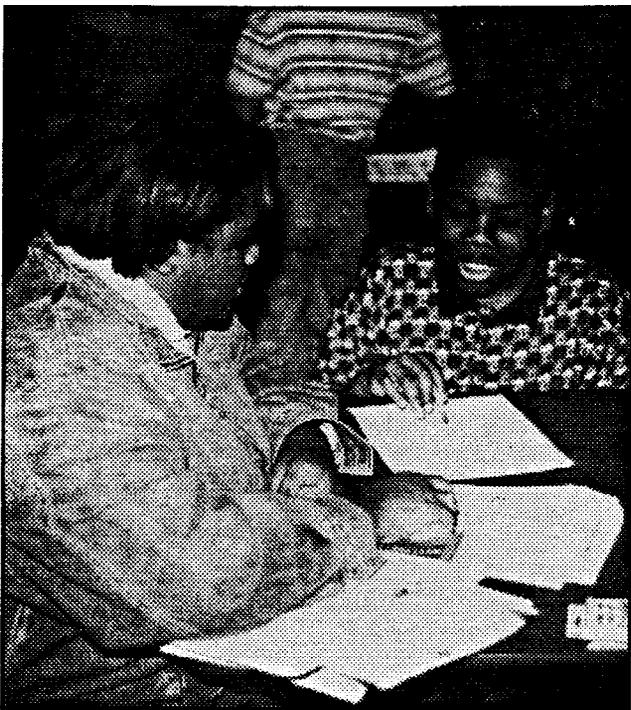
Children and their educational needs come first, according to Delores Johnson, Director of Educational Services at Martin Luther King Jr. Community Services of Illinois. Headquartered in Freeport, Illinois, the Academic Career Enrichment (ACE) program serves over 25 children at three public housing sites.

The students have been referred to the ACE program through their teachers. These students meet Monday through Thursday, from 3:30 to 5:30p.m. with a certified teacher, aide and a host of volunteers. "We're really lucky," explained Johnson, "we have a very dedicated group of volunteers to work with our children." The Journal-Standard in Freeport has eight volunteers who come to assist the children in their education and also serve as mentors. Many other local businesses and organizations also send volunteers.

Education isn't our sole focus, added Johnson, we also provide the students with a nutritious snack after school, life-skills training, role modeling of positive behaviors along with peer mentoring. Many of the participants in the Boys and Girls Club of Freeport serve as peer mentors to the younger children. Once each week, the ACE students in the public housing sites are bused to King Community Campus (the main tutoring site and home of the Boys and Girls Club of Freeport) to use the computer lab. A well-rounded focus on education, life skills, and role modeling provide a continuous foundation upon which the student can continually build upon in the ACE program at Martin Luther King Jr. Community Services of Illinois.

For further information contact Ann Hartman, 815/493-2740.

Bunkum road safe haven program



Reading his own creation is a joy to this youngster participating in the America Reads and AmeriCorps programs in East St. Louis

Few after school program locations sport a history as colorful than that of the Bunkum Road After School Safe Haven program in Washington Park, Illinois. In November 1995, a local night spot/topless club was seized by the United States Department of Justice as part of the prosecution of a local racketeer. After the building sat unused for two years, a coalition of neighborhood organizations headed by AmeriCorps/East St. Louis requested and received the 14,000 square foot building from the Justice Department for use as an after school program, an office, a public library, a police substation and a food pantry.

The after school program meets five afternoons per week after school and on Saturdays. Approximately 60 children do homework, receive tutoring in reading, practice conflict resolution skills and engage in recreational activities. The staff consists of local residents, AmeriCorps members and Federal Work Study students from Southern Illinois University at Edwardsville.

The transformation of a building from vice to education sends a powerful message to the children of the local community needing a positive message. The colorful carpet, mirrors and stages remain-but their function has been remarkably transformed.

Anyone wishing a visit or to share information can contact the director of AmeriCorps/East St. Louis, Don Baden, at 618-874-7901.

National Institute on Out-of-School Time

The National Institute on Out-of-School Time's (NIOSST's) mission is to improve the quantity and quality of school-age child care programs nationally through collaborative work with communities, individuals, and organizations, and to raise the level of public awareness about the importance of children's out-of-school time. Contact Joyce Shortt, Director, NIOSST, MOST Initiative, Center for Research on Women, Wellesley College, 106 Central Street, Wellesley, MA 02181-8259, phone 781-283-2526, FAX 781-283-3657, or e-mail: jshortt@wellesley.edu

After-School Program Joins with City Year Carole Robertson Center for Learning Chicago

by David Piel

The Carole Robertson Center for Learning and City Year have joined forces to enhance the quality of after-school programs. City Year volunteers tutor children while they mentor and train Youth Alternatives Program participants to become tutors and mentors themselves. In other Programs, youth perform various service tasks within the Center. In conjunction with this, they receive training in child development, job readiness, and other life skills. They also plan and implement various community service projects on their own.

Established in 1975, the Carole Robertson Center operates one of the oldest and best known School Age programs in Chi-

cago and the United States, serving exclusively low-income working families. The Center is unique in a number of important ways. It is named in memory of the four girls, including Carole, who were killed in the bombing of the Sixteenth Street Baptist Church in Birmingham, Alabama in September 1963. This tragedy proved to be a watershed event in our nation's Civil Rights movement. The Center derives great inspiration and support from its relationship with Carole's mother, Mrs. Alpha Robertson. Unlike most community-based agencies, it started out serving school-aged children exclusively; adding preschool and other programs later, in response to the needs of the community on Chicago's west side. For information contact David Piel, 312-243-7300.

Study Buddies in Barry, Illinois

by Joe Dunn

Illinois Coalition on Community Services

STUDY BUDDIES is a unique program that pairs participants with a buddy. The buddies help each other with their studies while older students supervise and tutor. They meet twice a week from 3:30-5:30. The results are remarkable. For example, during the last two years, STUDY BUDDIES had a 60% improvement rate in spelling.

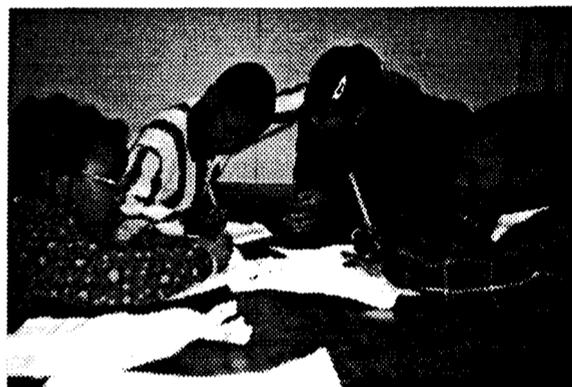
STUDY BUDDIES uses a cooperative learning approach. The participants receive tutoring and the tutors receive reinforcement of their skills through the modeling of the learning skills. STUDY BUDDIES also involves the youth in many activities such as prevention activities, art projects, community service activities, cultural experiences, and field trips. Participants are rewarded for their extra effort by a trip to the YMCA. They invite their parents to go with them to celebrate their success.

Volunteers are an important part of the success of this program. They assist at special activities, provide snacks, and assist with tutoring. They also add variety to the program to help keep the staff fresh and energized.

The Illinois Coalition for Community Services and the Barry Positive Youth Development Committee have partnered in this after-school program for six years. For further information, contact Joe Dunn, 1-800-728-1523.

“Service as a Strategy in Out-of-School Time: A How-To Manual, by the Corporation for National Service. To obtain a copy, call 202-606-5000

Moline Program Unites Neighborhood



An AmeriCorps member with her three after-school learners in Moline

The Project NOW AmeriCorps program created an after school program for the fourth through sixth grade students from Hawthorne-Irving. Three AmeriCorps Members provide the core volunteers for this first-year after-school program. That program is located at Greater Antioch Baptist Church, located in Rock Island down the street from the school. Some church members as well as the Masonic organization assist with homework, reading, math, recreation and socialization.

AmeriCorps supports the programs at the church and gives support to the director which the church provides. This partnership will help get things done during the initial few years, and create a sustainable program. Adding the Retired Senior Volunteer Program (RSVP) support and recreation of a Volunteer Coordinator will increase the number of volunteers and allow an expansion of the program to include third grade students. Contact Charles Shepherd 309-793-6391.

Intergenerational Journalism

The publication, *Serving Well*, offers ten indicators for quality service experiences. The tenth indicator simply says, "Celebrates and communicates the experience."

Intergenerational programs are never complete until they are celebrated and publicized. The world needs to know that good things are happening, and that generations can come together, solve problems, and find mutual benefit.

The Intergenerational Journalism column features writers around the state who give us imaginative and stimulating stories about intergenerational efforts. The current star is Mark Warnick, a Chicago Tribune staff writer.

Mark Warnick

The front-page headline of the December 5, 1997, Chicago Tribune reads, "RETIREEES LEARN COMPUTERS CAN BE CHILD'S PLAY" and we all cheer for Mark Warnick, Tribune Staff Writer. Mark Warnick talks about his decision to become a journalist. "As I was growing up, I loved reading and writing. I met two reporters who encouraged me and I was fortunate to have great journalism teachers at the University of Washington in Seattle.

When asked how he came to write the intergenerational article, he said, "I was covering schools and someone from the school district called. It seemed like an interesting topic and it was a different story with senior citizens learning and the students teaching." Mark said that they get their stories in many different ways but one way is that people let them know about a good story. He continued, "When doing an interview, the main thing is to go in and be open-minded and listen to what everyone has to say. They tell the most interesting stories and are not interested in the spin."

Chicago Tribune The article begins: "In retirement, 72-year-old Myron Smith has all the potential to become a full-fledged computer geek: unlimited free time, a desire to surf the Internet and, most importantly, his own IBM desktop machine.

Too bad he doesn't know how to use it. 'I have not been able to figure the thing out,' said Smith, a former printing company serviceman. His computer, a gift from a nephew, sits unused in his basement.

Soon, though, Smith, along with nearly three dozen other senior citizens, all of them computer novices in north suburban Morton Grove, should be visiting cyberspace after all. A group of 7th and 8th graders at Golf Middle School has volunteered one afternoon a week to teach basic computer skills to students two generations older.

The program, which began in the fall, gives youngsters an opportunity for Community service while introducing computers to the segment of the population least familiar with modems and megabytes. Many senior citizens haven't exactly sprinted into the technological age."

Congratulations Mark, on your front-page story.

Club Friend

From a Haystack to an afterschool program



High school students and elementary students find many similarities and ways to help one another in the Club Friend program, Carpentersville.

On a fall day six years ago, Kevin Cross's classroom was littered with hay from a student project. Michael, one of his students, eagerly volunteered to stay after school and sweep the room. "I told him he should go home and play, but he didn't want to." Cross recalled. "He said he just wanted to stay and help." Visiting School that day was Linda Kolbusz, assistant superintendent for program development in District #300, who saw Michael at work.

"We talked about children like Michael and what kind of after school program would work for them," Goss said. The result of that brainstorming is Club FRIEND, a nationally acclaimed prevention and mentoring program in which high school students commit four volunteer hours a week to providing structured prevention, recreational and educational activities to children aged 5 to 10. Since then, over 500 students have participated in building Friendly Relationships In Each New Day.'

Club FRIEND is a service and learning class at Jacobs High School that allows students to befriend elementary students and offer a helping hand. The 18 high schoolers visit with younger students at Meadowdale and Lake in the Hills Elementary School. They play games, work on crafts and read together.

For information, call Linda Kolbusz, 847-426-1300 ext. 313

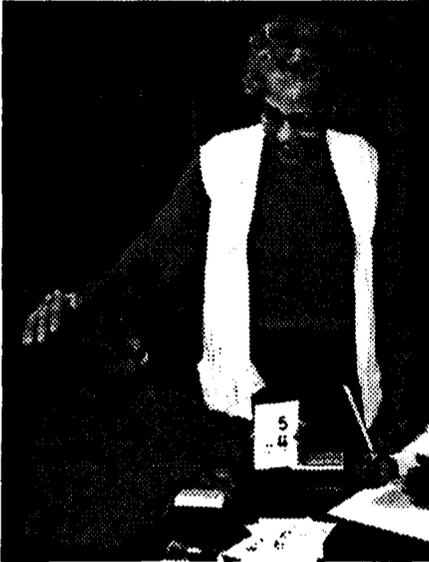
What Is A Quality After School Program?

The six attributes of a quality after-school program are described in "Service as a Strategy in Out of School Time."

1. Human Relationships

The staff here are really cool. They do stuff with us and talk with us and we have a lot of fun. It makes me really want to come here.

The staff in a quality after-school



A quality afterschool program is one that has adults who can inspire children. Merle Wilson, a retired teacher and VISTA member with the Illinois Coalition for Community Services convenes an after-school program in the fire station at Ullin. She has also organized four other after-school programs in southern IL. She teaches young people to learn and she teaches them to teach. Look at the photo to the right. The youngster learned 5-4, and now he is teaching 12-1 2.

program must be warm and compassionate and actively involved with children. They treat children with respect and help children without taking control. They work with the children every day to build positive relationships and model communication.

2. Indoor Environment

"I like being able to move around to different places. Some days I like going to the gym and some days I like working with the computers. Sometimes I just like to go to the loft and read. The best part is that I can pick where I want to be.

A good program has space that feels cozy and comfortable and has interest areas. Every space can be improved with imagination and enthusiasm. Those who

run programs located in "dedicated" space are free to shape that space as they wish.

3. Outdoor Environment

The first month I was here I met my friends and we played hopscotch every day. That was the best. Now I'm building a clubhouse with some wood and recycled material. When it's finished, we're going to make a club.

To promote healthy development, children need to have room to move and run and play. They need a full range of outdoor experiences. These can include gardening, camping, exploring, climbing, running, and jumping. Ideally, there should be as many outdoor choices as there are indoor choices. There should also be places for quiet play. These are not always easy to provide.

4. Activities

I like it best when my friends and I get to plan what we want to do. Last week we made a play and to staff helped with the costumes, and now we're going to perform it for our families at a potluck dinner!

One of the wonderful aspects of school-age child care programs is their ability to give the children freedom they long for. The children have probably been in a fairly structured environment all day. When they get to an out-of-school-time program they are looking for flexibility and opportunities for exploration and development. A quality program will provide children with the chance to choose what they want to do and allow them to do it at their own pace.

5. Safety, Health, and Nutrition

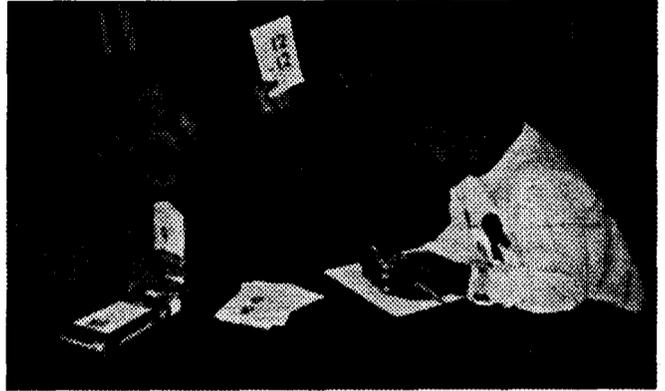
They have the best food here. I especially like it when I can help with cooking projects. Also, if I've missed snack and I'm hungry at the end of the day, they always let me have an apple.

School-age children do a lot of running, jumping, falling, and bumping! Children take risks. It can be a struggle to look out for their safety and health and still provide a program that allows them to take the kinds of risks that are natural for them. Children need to be supervised by staff

who are trained to handle emergencies.

With many programs open until 6:00 p.m., children need a substantial, nutritious snack to keep them going until they can eat their dinner at home. Children who seem to present behavior problems may be lacking in a healthy diet. Sometimes the way to a child's heart is through the stomach.

6. Administration



A quality after-school program is one that gives young people the opportunity to teach, learn about leadership, and experiment with their talents.

You won't hear children saying, "I really like the budget this quarter; I really like your staff hiring decision; I'm glad Mary has been here for three years," "but you can be sure that the children will benefit if there are adequate resources, low staff turnover, and professional development for staff.

At the core of a quality program is an administration with both experience in school-age child care and strong administrative skills. Good administrators struggle every day to build and maintain programs that are accessible and affordable. The director plays a key role in supporting staff and developing relationships with families and the community. The director also manages program finances and maintains records. It is usually the director who supervises support services such as transportation. Sometimes, though, administrators can't meet their own high standards because of systemic problems. The administrative aspirations of a program might require considering staff salaries, good staff-child ratios, orientation, and good financial management.

Excerpt from "Service as a Strategy in Out-of-School Time: A How-To Manual, see page 7 to obtain a copy.

Coming in May

Education-to-Careers Retirees Sharing Ideas

What's Happening in Illinois?

Quincy

Quincy's Education-to-Careers Local Partnership will hold a forum for retired business people to determine their interest in helping young people prepare for careers. Jim Burns, Education-to-Careers Coordinator at John Wood Community College and Carla Gosney, RSVP, John Wood Community College have organized the forum to be held May 20th.

"The Focus group on retirees helping young people with career preparation ties well into the goals of our education-to-careers partnership. We see learning as a lifetime process and to have retirees connected with our young people is a great opportunity. Older adults have learned through experience many things that can help young people, said Jim Burns." The forum is one of ten to be held statewide that will help prepare a state plan for involving retirees in workforce preparation.

Carpentersville

Carpentersville is holding a **multigenerational** focus group with professionals, retirees, students, and educators participating. The forum will be held on May 15 at Panasonic according to Ann Miller from Dundee-Crown High School, organizer of the program. The program includes Gayle Richardson, Education to Careers representative from Elgin Community College, Elaine Morton, with a view of what is happening at District 300, and Sarah Hunt, Department of Human Services in Elgin who will provide a briefing on Welfare to Work. For further information, contact Ann Miller 847-426-1310.

The focus groups called Retirees Helping Young People Prepare for Careers are sponsored by Learn and Serve through the Illinois State Board of Education, the Illinois Board of Higher Education, The Illinois Community College Board, and the Illinois Intergenerational Initiative. for further information contact Jane Angelis, 618-453-1186 or check the web page www.siu.edu/offices/iii

Changes for the Illinois Commission on Community Service



Catherine Leonis Munro and Jeanne Bradner

Jeanne Bradner says good-bye to the Illinois Commission on Community Service as she greets the new executive director, Catherine Leonis Munro. Bradner, the Illinois volunteer guru for 25 years says, "I want to write that book that never gets written." Cathy Munro was appointed by Gov. Jim Edgar and

brings to the commission a wealth of coalition-building and volunteer experience. Her previous position was Special Assistant to the Director for Interagency Initiatives, IL Dept. of Human Services.

Education-to-Careers and the Quad Cities SCORE Group Retirees Sharing their Experiences

The Quad Cities was the scene of another education-to-careers focus group called Retirees Helping with Workforce Preparation. The group met on February 27th and prepared recommendations on how retirees could help young people prepare for careers. They produced some thoughtful recommendations that will be used in the preparation of a state plan.

Recommendations

Skills Needed to Find and Keep a Job

- Communication--oral & written
- Problem analysis
- Desire and willingness to work
- Interpersonal skills; the ability to get along with others
- Good study habits; discipline of study
- Good personal appearance & hygiene

Involvement with Workforce Preparation

Participate in Career Days and fairs
 Serve as resource persons for individual classes to teach skills
 Teach Junior Achievement classes
 Teach GED classes
 Specific Recommendations:

*Work through local senior groups such as SCORE, RSVP, AARP, Plus 60 Club to develop a cadre of retirees who are willing and available to assist with workforce preparation.

*Use SCORE counselors as resources for business counseling through the Illinois Employment & Training Center (the one stop center).

*Provide business counseling through SCORE to those facing lay-offs.

*Educate more retirees and seniors about the options for involvement (as the focus group did).

*Solicit input from SCORE about what specific groups they see that could use special assistance (e.g. Palmer College students seeking to set up chiropractic practices) and link with ETC staff to provide targeted seminars, resources.

Participants: Norlan G. (Norm) Overfield, Max S. Davis, Walter L. Lofgren, Thomas E. O'Brien Jr., Alan E. Park, Keith L. Rveckert, Merton Sachs, Bertil Sandin, Richard W. Stevenson, Robert Van De Voorde, organized by Betsy Brandsgard, Quadcities Area Chamber of Commerce, For further information, 309-757-5416

Illinois PTA Conference Features Intergenerational Theme

The annual Illinois PTA conference featured the theme, "Reaching Out for All.". Joan Goldman, Field Service Representative-Chicago Area, led an intergenerational workshop called Intergenerational Family Involvement. Also involved with the presentation were Candy Van **Coillie**, Parent Involvement and Education Chairman, and Samantha Haynes, Youth Representative. This workshop gave helpful ideas on getting volunteers of all ages to actively participate in your PTA.

Pilot Started for Survey on Educational Needs of Older Adults

The LIFELONG coalition of community colleges hosted the Educational Needs Steering Committee in Bloomington and enjoyed the hospitality of the East Central Illinois Area Agency on Aging. Those attending included **Tacy Ciccicarelli**, Illinois Central College; **Yvonne Wills**, **Belleville** Area College; **Margaret Hastings**, Illinois Institute of Medicine; **Ruth Pesci** and **Sherry Berg**, **Carl Sandberg** College; **Lucinda Beier**, Illinois State University; **Cheryl Barber**, University of Illinois, and **Jane Angelis**, the Illinois Intergenerational Initiative.

The group worked very hard to edit the survey instrument to reflect the advice of colleagues and older adults. The next step is to pilot the instrument in three or four locations. Volunteers for piloting were Joliet Junior College, Western Illinois University's Older Adult Program, Southern Illinois University's Older Adult Program, the University of Illinois Senior Scholars Program, and **Oakton** Community College. Thank you to those who have helped prepare the survey and who have given their helpful suggestions. The survey form will be revised to reflect the advice of the 40-50 older adults who completed the pilot. Continued on pg.16

-People

Carla Gosney Receives Woman of Achievement Award



Carla Gosney

Carla Gosney was honored as a Woman of Achievement in Quincy. Her award for public service acknowledged her pioneer work in intergenerational efforts not only in Quincy but throughout the state. She organized the Older Women's League in Quincy and started the Intergenerational Volunteer Network. Gosney was appointed by Governor Thompson to the Illinois Commission on Community Service and was reappointed by Governor Jim Edgar. Her leadership has been applauded by RSVP volunteers, John Wood Administration, and colleagues throughout Illinois. **Congratulations Carla!!!!**

A Touching Oral History

Chicago Intergenerational Network
by **Monica Glaser**, Chair and
Director, Senior Services, Hull House



Monica Glaser

The Chicago Intergenerational Network meeting was held April 2, 1998 at the AARP offices in Chicago. Present were some of the pioneers of intergenerational programming and alumni of the **first** intergenerational conference held in September 1984.

Helene Block led the discussion group, which included Pat Taylor, Lucy Dvorak, Carole **Aston** and Larry Wallingford. Helene passed around pictures of the first conference, and of Mildred Wilson, who instigated much of the early discussion around intergenerational themes. Helene, Pat, Carole and Lucy spoke of the initial convergence of this group who came from the perspectives of both senior and early childhood projects.

Larry spoke with great feeling about Arm Gale, who worked for the Chicago Department on Aging, and was indefatigable in her work to bring the generations together. Helene spoke of Jane **Angelis**, who was unable to attend this meeting, her ability to involve the state education system and her many contributions to the advancement of intergenerational connections.

Those of us who were lucky enough to attend this meeting heard the passion for an idea that inspired those who came later. The discussion brought to life the excitement and enthusiasm for the idea of intergenerational connections and what this could mean for all participants. The combined drive and energy of these pioneers, their willingness to be responsible for starting this mini-revolution in programming for children and older adults, precluded failure. And, their work motivated two of the most important intergenerational networks in Illinois, The Chicago Metropolitan Intergenerational Network, and the Illinois Intergenerational Initiative. It reminded the attendees of who we are, what we love to do, and it gave us new optimism and energy. For further information contact Monica Glaser, 773-525-0395



World Conference: Education for the 21st Century

by Jane Angelis

Melbourne, Australia was the setting for this extraordinary educational conference that had many intergenerational implications and a strong message of cooperation. It was a pleasure to cover the conference as "media" and watch the diversity of nations become one. M. Jacques Delors, former President of the European Commission, was unable to attend the conference, but his presence was **noteable** in the theme, the 'speeches, and the spirit.

The planning for the conference encompassed three years under Delors leadership and included 14 other specialists from around the world. The report produced by the commission was called "Learning: The Treasure Within." The report emphasized that every nation, educational institution, and individual must chart their own path. They also discussed how they could help each other.

Roberto Cameiro, President of the Research Centre, Catholic University of Portugal, gave the keynote speech. Hestarted his speech with a story by Kuan Chung, "If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach **the** people. When you sow a seed once, you will reap a single harvest. When you teach the **people**, you will reap a hundred harvests."

Confemce participants were encouraged to be more conscious than ever regarding their interdependence, where individual losses and profits, both in the economy and more generally, become the losses and profits of the whole. Education, while no miracle cure for all ills, can be one of the principal means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war. Further, delegates were encouraged not to decrease funding for education **but** rather adopt the four pillars of learning.

Learning to Know represents basic education for all which is a passport to lifelong education and literacy. The concept of literacy is broader than language, it also targets productive living, employment, health, informed decisions, and continued learning. Learning to Know lays the foundation for choices.

The second pillar is Learning to **Do**, the competence which

comes from applying knowledge in a variety of situations, **expected** and unexpected. It includes the capacity to work **effectively** with others and establishes teamwork. **This** implies the **need** to learn in a variety of settings, in work and in the **community**. These two pillars embrace much of what we hold to be a traditional education, but there is more.

The third pillar, Learning to **Live Together**, promotes understanding and harmony, C. **Schmacher** said: "At the moment there can be little doubt that the whole of mankind is in immortal danger, not because we are short of scientific and technological know-how, but because we tend to use it destructively, without wisdom."

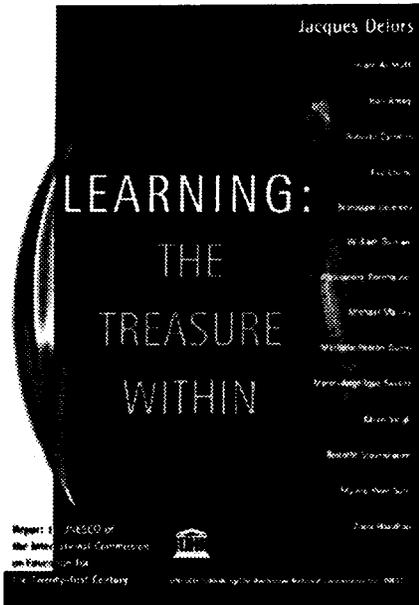
Last, **Learning to Be**, is a mixture of idealism and practicality. It is the buried treasure embracing the talents in every person. "It seeks to describe the richness of human personality, memory, reasoning, imagination, physical ability, the aesthetic sense, the moral and spiritual senses. It emphasizes again the importance of considering the whole person in education, not only the worker or consumer."

In a videotaped message, Jacques Delors said, "At a time when uncertainty is widespread in various fields, we are turning to education as an enduring value. We have

witnessed over the past years a growing interest in the economic values of education. Education has proved to be a key factor in economic growth and in individual advancement. Education is more than a tool for economic growth and in individual advancement. We are, as it were, recalling that education must be 'directed to the full development of the human personality,' in the words of the Universal Declaration of Human Rights.

Education is the best tool for communicating to each young person what humanity has learned about itself. . . . Jacque Delors

"We all feel the pressures and tensions of change to&y. In the midst of this pressure, education must be a tool for understanding and mastering change. It must also provide the permanence and continuity of history and culture, perhaps more today than every before. Education is the best tool for communicating to each young person what humanity has learned about itself. Thus, I believe that education must be both purposeful and open; its task is to teach knowledge, values and skills, but never neglecting the awakening of curiosity, the desire to seek, and to continue to **learn**. For copies of the report, see page 14. The conference was sponsored by Encyclopedia Britannica, UNESCO, the Department of Education, Victoria and the Department of Employment, Education, Training and Youth Affairs, Canberra, and AUSAID



Delegates represented the following countries: **Afganistan, Australia, Bahrain, Bangladesh, Bhutan, Brunei Darussalam, Cambodia, China, Colombia, Cook Islands, Czech Republic, Denmark, Ethiopia, Fiji, France, Hong Kong, India, The Republic of Indonesia, Iran, Italy, Japan, the Hashemite of Jordon, Kazakstan, Kiribate, Maylasia, Maldives Republic, Mongolia, Myanmar, Namibia, Nauru, Nepal, New Zealand, Nigeria, Niue, Oman, Pakistan, Papua New Guinea, Philippines, Portugal, Qatar, Russia, Samoa, Saudi Arabia, Singapore, Solomon Islands, South Korea, Sri Lanka, Syria, Thailand, Tonga, Turkey, Tuvalu, Ukraine, United Kingdom, United States of America, Uzbekistan, Vanuatu, Vietman, and Zimbabwe**



A View of Intergenerational Efforts in Australia

Australia's population is approaching 20 million, and is made up of diverse cultural and religious groups. While, along with a number of Western nations, its population is aging, the impact of this is reduced by an active immigration program which "tops-up" the younger generations. Because of the cultural and religious diversity of its population, and the increasing prevalence of alternative forms of parenting, it is not possible to **categorise** family patterns and intergenerational relationships in any global way. Intergenerational relationships may be strong and positive in particular communities and families, weak or non-existent in other communities or families. Within mainstream school settings there would appear, however, to be little active encouragement of **parental/grandparental** involve-

ment in the **formal** schooling of their children apart from parent tutoring programs which some schools encourage. Some communities and families are more successful in supporting the education of their **children** through active involvement and providing facilities than others. It is clear from research that I have conducted that perhaps the single most important determinant of a child's success at school is the **encouragement** he or she receives from **significant** caregivers, and that **parental/grandparental** involvement directly and indirectly in their children's education is **es-**



Dennis McInerney

sential for their success. Consequently, it is imperative that the Australian **community** examines ways to strengthen the involvement of older adults in the education of its community's children.

Dennis McInerney is an Associate Professor of Education and Head of the Research Degrees Division within the Faculty of Education at the University of Western Sydney **Macarthur**. For the last fifteen years he has conducted extensive studies into school motivation among a wide range of cultural groups. Perhaps the most significant **results of the research** are that **these diverse groups** are more similar than different in **what motivates** them to do well at school, and that the **encouragement** and support of **parents** is essential to school motivation and **achievement**.



A recent issue of the Bulletin on Ageing featured a focus on multigenerational relationships as the world prepares for the International Year of Older Persons, 1999. The double issue "is devoted to the topic of multigenerational relationships, one of the four dimensions for the conceptual framework for observing the International Year of Older Persons (1999), and a subject which is high on the agenda of many policy-making bodies and, indeed, the media"

The conceptual framework notes that at the first level of the multigenerational relationship is the family, whose members often invest in each other and work as a unit. However, cultural and demographic changes are bringing to traditional family formations widespread changes which may have broad implications for intrafamilial relationships.

Steven Wisensale, starting from a philosophical perspective, discusses the issue of intergenerational equity, which has been at the forefront of social policy debates in many developed countries, particularly the United State of America,

as they come to grips with changing dependency ratios and their effect on national pension systems.

Clara C. Pratt looks at the issue from a gender perspective: how intergenerational relationships play out in everyday family lives and how the changing role of women affects those relationships.

David de Vaus and Lixia Qu take recent Australian social policy developments to illustrate a trend among many Governments to ask family to assume great responsibility as the State cuts resources. They discuss what this shift means for families and intergenerational relationships in a changing world.

Finally, Timothy J.F. Lash offers a unique perspective on intergenerational equity and the environment. His topic is not often discussed seriously in the Western world, but, certainly, for the rural populations of many developing countries, where people continue to live off the land, it is at the heart of their livelihoods and ways of life."

Key Role in Planning



Illinois Department on Aging Director Maralee I. Lindley is among a national and international group of **Maralee I. Lindley** leaders from the field of aging who will play a key role in planning activities related to the United Nations International Year of Older Persons, 1999.

In designating 1999 as the **International Year of Older Persons**, the United Nations cited that one of the greatest accomplishments of this century is that the average life span has increased by 20 years.

The 1999 **celebration** will officially be launched on the annual observance of International Day of the Older Persons, October 1, 1998.



The Bulletin on Aging No. 2&3/1997 can be obtained from the Editor, Bulletin on Ageing, Division for Social Policy and Development, United Nations Secretariat, Room DC2-1358, New York, NY 10017

NEW RESOURCES

Intergenerational Site <http://www.siu.edu/offices/iii>

Solutions across Generations

A new publication gives information on four issues critical to different generations with suggestions on how all ages can work together to solve the problems. See page 16.

The Light through the Second-Floor Window

A report on the first two semesters of the America Reads Challenge for 17 universities, colleges, and community colleges in Illinois. The report shows the positive reaction to America Reads from principals, teachers, and students. Contact Jane Angelis, I.I.I., SIU, Mailcode 4341, Carbondale, IL 62901, 618-453-1186, FAX 618-453-495, or intnews@siu.edu



School's Out Web Site

The web site provides information on enhancing out-of-school time through service. It describes quality after school programs, quality service and learning, and provides resources for selecting after-school programs <http://www.siu.edu/~aftersch>

Spotlight on MOST

A newsletter from the National Institute on Out-of-School Time. Contact Joyce Shortt, Director, NIOST, MOST Initiative, Center for Research on Women, Wellesley College, 106 Central Street, Wellesley, MA 021818259, phone 781-283-2526, FAX 781-283-3657, or e-mail: jshortt@wellesley.edu. For information about policy makers, providers and administrators in school-aged care, subscribe to SAC-L listserv@postoffice.cso.uiuc.edu

Learning: The Treasure Within

by Jacques Delors and the International Commission on Education for the 21st Century Contact UNESCO, Education Sector, Unit for Education for the Twenty-first Century., 7, place de Fontenoy, 75352 Paris 07 SP, France, Tel (33-1) 45 68 1123 FAX (33-1) 43 06 52 55 Highlights can be downloaded <http://www.unesco.org/delors> <http://www.unesco.org/general/eng/publish/> click on "how to order"

New Electronic Publications

-Briefing for Retirees-

A new electronic publication that provides information on the good things happening with retired business and labor helping young people prepare for careers. Send your request for Briefing to intnews.siu.edu with the message, please subscribe to Briefing for Retirees.

-Intergenerational News-

A bimonthly publication describing the good things happening between generations. To subscribe send a note to intnews@siu.edu with the message, please subscribe to Intergenerational News. If you have information about events, programs, and professional accomplishments, also send those to intnews@siu.edu

Great Idea!!!!

Pen pals break down age barrier

by Jim Hook, Staff Writer
Daily Southtown

Brett Haas naturally assumed his penpal was another sixth-grader.

After all, Judy Mittler's initial letter indicated she enjoyed ice-skating and roller-skating and has attempted in-line skating—all typical activities embraced by junior high school kids. What altered the 11 year-old Hickory Hills boy's thinking was the second letter in which Mittler stated a keen interest in quilting. "When I read that I thought she might be a bit older than sixth grade," he said. But it wasn't until the third letter Mittler wrote to Brett, in which she said she had been out of school for close to 30 years, that Brett finally realized his penpal was somewhat older.

Mittler and Brett became penpals through a project assigned by Barb Revor, chairman of the English Department at Conrady Junior High School in Hickory Hills, where Brett is a sixth-grader. Revor said she wanted to link students and seniors as a way to "reach out to the community." "This is something I wanted to do for a long time," Revor said. "We told the seniors who their penpals were but we didn't tell the students. They just assumed they were other kids."

The project began in January with nearly two dozen seniors. For this project, Brett said he started out by writing an introductory letter in which he talked about his family and his pets. "I also wrote that I enjoy sports and play baseball and was trying out for the track team." Brett said. Mittler, who lives and works in Palos Hills, said she enjoyed the project. "My husband has a trucker pen pal, and I just thought this would be something fun to do," she said. "I was impressed by Brett's curious mind. He asked a lot of good questions."

Elsie Obradovich, of Palos Hills, said writing letters to her pen pal "allowed me to find out what's happening in the schools."

.....Coming!.....

May

May 18, Showcase of Partnerships, Naperville District 203, For more information call 630-420-6475.

May 21, First Annual **Community Service** Lecture Series, Paul Simon, Keynote Speaker, IL Coalition for Community Service, Springfield, IL, 1-800-728-1523

May 28-29, **Illinois Conference on Volunteer Administration**, Holiday Inn Mart Plaza, Chicago, Illinois, *Involved in Today: Building for Tomorrow* features keynote speakers **Katherine Campbell**, Executive Director of the Association for Volunteer Administration, and **Howard Peters III**, Director of the Illinois Dept. of Human Services. Workshops include recruitment, ethics, building communities, volunteer supervision, financial management, proposal writing, ice breakers, team building and more. For information, **Peter Jabin 773-935-4663** ICOVA@aol.com <http://members.aol.com/ICOVA/ICOVAhome.html>

June

June 1-4, Connecting with the Future, 1998 AARP Biennial Convention, Minneapolis, MN, 202-434-2760

June 4— Mt. Vernon, June 5-Springfield, June 9— Chicago, Super Skills for Supervisors, The Illinois Dept. on Aging, 217-785-3377

June 10-12, Intergenerational Training Institute, Generations Together, Pittsburgh, PA, 412-648-7151

June 15-17, Mid-America Congress on Aging, Broadview Hotel, Wichita, KS, 816X9-5078

June 23, Service Learning in Design for the Elderly, LaGuardia Marriott, NY, NY, The Foundation for Long Term Care, 518-449-7873

June 26-28, **Latino Chicago: The Search for Identity within Diversity**. Urban Life Colloquium, 773-363-1312

June 27-30, Invest in Families: Intergenerational Relationships, Atlanta, America Association of Family and Consumer Science, for information 703-706-4600

June 27-30, National Community Service Conference, Points of Light Institute, New Orleans, 202-223-5001

September

September 22-23 Coalition on Aging Annual Retreat, for information, contact Mike O'Donnell, 309-829-2065

Intergenerational Week

Intergenerational Week 1998 will have its "kick off" May 17-22, 1998. **Maralee Lindley**, Director, Illinois Department on Aging, will chair the kick-off event. Instead of a single week of celebration, an entire year will be dedicated to promoting community building through intergenerational activities. Local communities are encouraged to plan their individual events and to ask their mayors to proclaim intergenerational week.



Intergenerational Week 1998 is a cooperative event led by the Illinois Association of School Boards, the Illinois Department on Aging, the Illinois State Library, and the Illinois Intergenerational Initiative in cooperation with other statewide and local intergenerational organizations (listed below). If you would like to be a sponsoring organization or community, please send that request to ilii@siu.edu and your name will be listed.

Publicize Your Intergenerational Week Events
Remember to publicize your intergenerational activities and materials by sending a short description (100 words or less) to intnews@siu.edu. Good luck in your intergenerational ventures.

Tool Kit

The Illinois Department on Aging has prepared a tool kit that will provide ideas, suggestions, and resources for celebrating intergenerational week. Call 800-252-3966.

Try the Intergenerational Week Web Site

See the web page <http://www.siu.edu/offices/iii> for information about other resources available. If you have ideas, suggestions, or news for intergenerational week, send to intnews@siu.edu.

Intergenerational Week Sponsors

Activity Therapists Association, American Association of Retired Persons, Association of Illinois Senior Centers, Camp Fire Boys & Girls-Metropolitan Chicago Council, Coalition Aging, Chicago Education Alliance, Illinois Office of the Corporation for National Service, Elderhostel, Illinois Arts Council, Illinois Coalition on Long Term Care, Illinois Humanities Council, Illinois PTA, Illinois Retired Teachers Association, Red Goss of Illinois, Illinois Department on Aging, the Illinois Association of School Boards, the Illinois State Library, and the Illinois Intergenerational Initiative

Education Needs from page 11

The study is being sponsored by the LIFELONG Coalition of Community Colleges as well as older adult and gerontology programs in universities, and elderhostel institutes. The survey targets the continuum of older adults, including older boomers, young old, middle old, and old old. They will be asked their ideas on their educational needs. The information will be used for future planning, particularly for those who manage educational programs for senior citizens.

One section of the survey asks questions about getting involved on campuses in helping roles such as tutors, mentors, guest speakers, and so forth. In a 1996 survey, university provosts and community college administrators said they welcomed older adults in helping roles. These questions will give older adults a chance to respond.

The most recent statewide survey was conducted nine years ago. At that time the most important educational needs included: basic education, computers, religious studies, music, history, sociology, theatre, art, education with peers, attending non-credit courses, job retraining, communication, degree designed for older persons, and academic counseling.

Time frame for Education Needs of Older Adults Study:

By May 30 - Piloting completed and instrument finalized
By June 5 - instrument copies sent to older adult programmers and those who will coordinate dissemination of the survey.
By August 1st, surveys returned.
By September 30, surveys scanned and report completed.
October, Review the results

SOLUTIONS ACROSS GENERATIONS

How can I afford a college education?

Where can I find quality after-school care?

Can I help prevent telephone fraud?

Where can I find help for my frail grandmother?

What are the answers?

A new publication coming in June

A new publication, *Solutions across Generations*, gives information on four issues critical to different generations with suggestions on how all ages can work together to solve the problems. This first publication targets affordable college education, telephone fraud, after-school care, and frail elders. Suggestions are given for how individuals can get involved helping other generations. Resources are provided about where one can get additional information.

Continuance is a quarterly newsletter providing information about intergenerational relationships and programs thus promoting a continuance of history, knowledge, understanding and humor between generations. The newsletter is a collaborative effort of the thirty-three Higher Education Cooperation Act Partners. *Continuance* is funded by the Illinois Board of Higher Education and is provided free to Illinois residents. Editor: Jane Angelis, Design: Sharon Granderson-Instructional Support Services, Library Affairs, SIUC; Word Processing: Maxine Miller. The Illinois Intergenerational Initiative is located at SIUC, Mailcode 4341, Carbondale, IL 62901, 618-453-1186, FAX 618-453-4295, Email U64176@UICVM.uic.edu Web Site: <http://www.siu.edu/offices/iii>

Illinois Intergenerational Initiative
Southern Illinois University
Mailcode 4341
Carbondale, IL 62901

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